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which adds so much to our comprehension of the luscious style of the younger man, is here less essential. We feel that with blank verse alone the translator might produce his full effect. We are sure that in any other hands than those of Professor Murray rhyme would prove an offence. He handles his verse with such skill, however, that the rhyme is only an ornament, though perchance one that is unnecessary. We cannot claim for his translation of the *Œdipus* the unquestioned supremacy that belongs to his versions of Euripides. Still, we believe it is the best that has appeared in English. Certainly it is most readable. We slip from scene to scene, watching the unfolding of the tremendous plot, and before we are aware of it we are at the end, following the blind king as he staggers despairing from the scene of his unwitting crimes. As the *Œdipus Rex* is the most perfect in form of the ancient tragedies, this delightful translation of it is indeed a boon. Before Professor Murray returns to his beloved Euripides, let us hope that he will give us an inspired version of the greatest of all the Greek tragedies — indeed, the greatest of all tragedies, unless it be *Macbeth* — the *Agamemnon*.

GEORGE B. ROSE.

EDUCATIONAL PROBLEMS. By G. Stanley Hall. New York: D. Appleton & Co. 1911.

On picking up the two volumes comprising this work the reader's first impression is that the author might have said what he had to say in fewer words. After reading a few chapters he is convinced that his first impression was right. Once reconciled, however, to the luxury of the language, one has no trouble to find ideas, plenty of them, and there is never any doubt about the meaning. The style is clear, ornate, and entertaining. If the reader is in no hurry he will enjoy all of it. He will not agree with everything said. It is doubtful if the author expected people to believe all he said. He seems to indulge in the sort of oratorical extravagance which seeks by long sweeps to move through short distances; and perhaps this is justifiable.

If it were not for the introduction it is difficult to say whether the reader would think that the outlook for humanity was hope-

ful or discouraging. In the introduction Dr. Hall presents such an inspiring exaggeration of the progress of the past twenty-five years that the buoyancy of the beginning is sufficient to carry us over the charges of stupidity and depravity of the later pages. The prophecy that there shall be many and radical changes in the near future keeps us up while we read of the miserable conditions and practices of the present.

There are no neutral tones. The pictures are made up of the blackest shadows and the brightest high-lights. Between, there is nothing, and the reader must swing back and forth between the depraved and despicable, which now is, and the pure, noble, and beautiful, which is to be. At one moment he must be depressed by the decay of the present and at the next he must be thrilled by the grandeur of what might be, and, presto, will be, if only the pedagogic wand is waved with sufficient vigor. The panacea for earth's many and malignant maladies is sound pedagogy. No one should deny the correctness of this position, but the remedy is scarce, it is difficult to apply, and its action is often very slow. The gardener can in one season convert the stinking fertilizer into the fragrant rose, but decaying humanity is not so readily convertible. We cannot believe that the world is so dark as Dr. Hall pictures it, nor can we share with him the sanguine hopes for the great changes about to come.

Having taken the proper allowance of salt we may approach *Educational Problems* with appreciation. It is undoubtedly a great work, written by a great man, a man with an enormous amount of material at his command, a profound and comprehensive thinker. Every subject treated (and nearly every subject is treated) is handled in its full breadth. Nothing is treated superficially. No one can read the work without being made larger by it. It is not for the tyro in education, the exaggerations will do no harm to the specialist, and it will provide a large supply of solid food for a long time.

The author's ability to both criticize and appreciate is shown throughout. In the first chapter, in which he discusses the pedagogy of the kindergarten, he recognizes the limitations of Froebel's work but sees great possibilities in the kindergarten. He cleverly characterizes the *Education of Man* as a book which

"to adepts in the psychological discipline has always seemed a nondescript medley and conflation of unorganized *aperçus* (a really unreasonable book with seven seals, though it is)," but still "one of the best and most nourishing of all infant foods for novices in the speculative field, a book which will and should always be dear to women's souls, not so much for what it teaches their intellects, as because it makes them feel so profoundly the burden of the mystery of the nascent soul." He gives a timely criticism of the conservative, not to say narrow, kindergarteners who are so devoted to the crude and absurd gifts, occupations, and mother-plays of Froebel that they are unwilling to adopt the better things which are now available. He says: "Happily, the kindergarten has at last broken away from the narrow lines they prescribed for it and has entered the broad field of education."

As an example of the comprehensive view of the author we may cite the chapter on music. He regards the wind, the rain, and the thunder as the oldest musicians. Trees, brooks, insects, birds, and men came along later in succession. The music of insects is hardly amenable to the laws of pedagogy, but it may help us to conceive music as belonging in the realm of nature, and the psychogenesis of the art is a useful propædæutic to the real pedagogical discussion. Dr. Hall believes that children should learn a good collection of songs before they learn scales and note reading. "Signs and symbols and all that mentalizes should be everywhere subordinated to what emotionalizes." The music teacher who reads the chapter cannot fail to get a broader view of his work and greater respect for the subject, and also some valuable criticisms of his methods.

The chapter on the religious training of children would open the eyes and perhaps startle many of our ministers and church leaders, but it would do them good. They would either not comprehend it, or they would accelerate their speed, or fall over entirely. "Religion is for the child rather than the child for religion" is the basis of his thought. "It is by its own diminished interest in science, and in social reforms, that it has forfeited to the state its natural function of moral training."

Moral education is given a hundred and forty pages, and the pedagogy of sex even more. The conventional difficulties of

handling the latter subject are swept away and the instinctive and psychological processes involved are plainly set forth. Existing conditions are, probably, painted too black, but the normal, healthy individual is less in need of "pedagogy" than the abnormal and the morbid. It is natural and perhaps necessary for the educator as well as the physician to notice the things which need correcting. Education is most needed where nature most fails. Dr. Hall recognizes the difficulty of getting people who can or will carry out his programme for improvement, but he is avowedly writing of facts and principles and is concerned with what ought to be done and could be done, and not with administrative questions of what people are willing to do.

Industrial education and the pedagogy of the fundamental elementary subjects are treated in separate chapters. The organization and conduct of the public schools is evaluated and somewhat severely criticized. The press, missions, and various movements for social improvement are discussed in the light of modern psychology. Space will not permit even a meagre abstract of the chapters. If I may speak personally in closing, I think this is the most stimulating book I have ever read. There is not a page in it which does not make one think. He may not believe as Dr. Hall does, but think he must, and think vigorously of the deeper relations in great, vital present-day questions. The work should be in every library and should be read by many thinking men who are not specialists in education.

J. FRANKLIN MESSENGER.

DRAMATISTS OF TO-DAY: Rostand, Hauptmann, Sudermann, Pinero, Shaw, Phillips, Maeterlinck. By Edward Everett Hale, Jr. Sixth Edition, Revised and Enlarged. With Portraits. New York: Henry Holt & Co.

In a new edition of the volume devoted to dramatists of to-day Professor Hale modestly asserts that he has attempted no more than "an informal discussion of their significant work." He confesses that he has "but a very hazy idea as to what stage technique is," and he often reminds us that a statement he is making is merely an impression which he has not taken the trouble to reason out. Yet the reader feels that beneath this